CAREER DEVELOPMENT ACTIVITY #3

Title: What's My Line

Standard 8001.01:   The student will develop self-knowledge and skills related to the world of work and occupations.

Objective .0102:   Understand the role of work in society.

Objective .0103:   Recognize the effects of changing gender roles on occupations.

Time: 45-50 minutes

Materials: % *The Real Game* (Pages 43-45)
% *The Real Game* Occupation Profiles (one per student)
(The Occupation Profiles can be copied each time for students or teachers can make a permanent classroom set by laminating copies or placing copies into sheet protectors. See example CD 3.4)
% Two overheads of the Occupation Profiles (Choose two of the profiles to show where information is located.) (CD 3.4-3.5)
% Overhead of gross monthly income, transferable skills, and leisure time definitions (CD 3.6)
% Student Record Books
        Glossary RB 20-21
        " Who am I? Who are You?" activity RB 24 (Teacher Copy CD 3.4, original master in *The Real Game*)
          Hint: Occupation Profiles and the activity sheet could be copied back to back.
        "What's My Line: Reflection Questions" RB 7
        (Teacher Copy CD 3.8)
% Overhead of Who am I? Who are You? (Master CD 3.4)
% Overhead projector

Rationale: The students will learn about the inequalities and differences in the work world. Through classroom interactions they will explore how education and occupational choice relate to their lifestyles, including income and leisure time. In the real world, many individuals fail to plan and prepare wisely for their life's work. These people often take the first job that becomes available. Through participation in this activity, students will experience the consequences of relying on luck to find the right career pathway. They will understand the importance of participating actively in the career exploration experiences provided in TLC. This lesson should be taught immediately following The World of Work, CDA #2.

Note to Teacher: Familiarize yourself with this lesson from *The Real Game* beginning on page 43 of the facilitator's guide. In order to cover this lesson in one class period,

some of the activity steps have been skipped. Suggestions will be given to streamline the learning process for the students.

What?   In what activity will the student participate?

(1)   **[2 minutes]** Turn to page 44 of the facilitator's guide and do item 1. Explain to the students that it is okay if they are a little frustrated with the occupation they get today, because they will be stuck in it for only two days. The more they learn from this activity about the various factors related to an occupation, the happier they will be with the occupation they choose for themselves later in life.

(2)   **[3 minutes]** Randomly pass out the Occupational Profiles to the students as instructed in item 2 on page 44. One suggestion is to let each student pick a card from the teacher (have cards upside down so the students cannot see what they are choosing). Have the students keep them upside down on their desks until all of the cards are selected. Because the teacher can participate with the students in this activity, have a student choose a card for the teacher also. **(Make this a quick process!)** It is recommended that the master copies of the Occupational Profiles be laminated to preserve the quality of the copies you will be making for students to use over the years.

(3)   **[5-10 minutes]** For item 3, follow the outline on page 44. This would be a good time to use the overhead of the occupation profile (sample CD 3.4 - 3.5). As you point out the information sections on the sample occupations, you can explain what each of these areas means. Take time to define the terms gross monthly income, transferable skill, and leisure time using the overhead CD 3.6. Have students write these definitions in the glossary section of their **Record Books** 📓 RB 20-21.

> **gross monthly income:** total income or earnings before deductions for taxes, insurance, or other expenses.

> **transferable skill:** mastery of a skill that can be used in a variety of occupations.

> **leisure time:** spare time away from work to relax, enjoy hobbies, participate in family activities, etc.

(4)   **[5 minutes]** (Skip this if you need more time for working in the record book). Have students complete item 4 on page 45 as outlined. Note that some of the vocabulary words used to fill in the blanks are quite difficult for seventh graders. Encourage the students to use context clues to decide

which vocabulary word fits in each blank. However, students should not spend so much time trying to figure out one vocabulary word that they fail to read the other paragraphs. If needed, slower readers could take this home and finish it. The information from this reading activity will enrich students' understanding of their occupations before they participate in the Neighborhood Party.

(5)   **[20 minutes]** Follow the suggestions for step #8 on page 45 **(steps 5-7 are being skipped).**   It is suggested that each student fill out just <u>one</u> Who am I? Who are You? sheet (CD 3.7). Before starting the Neighborhood Party, it would be helpful to show the overheads of the "Hello" part of Who am I? and the top of a sample Occupational Profile at the same time. Pointing out these information sections on the overheads, as the students fill out their sheets, will help this part move more quickly. You could make this activity a contest and give students a specific time to end the mingling. Be sure to save some time for the discussion questions which follow this activity (page 45). Students who have no one with higher or lower data should just write "no one". During the discussion, the teacher can mention which occupations were the highest or lowest in salary, vacation days, etc.

So What? What will the student learn as a result of participation in this activity?

[5 minutes] Have the students answer the reflection questions on the What's My Line page for this activity in their student **Record Books** RB 7 (Teacher Copy CD 3.8).

Now What? What can the student do with this new information with regard to career development?

Students are prepared for a Reality Check, to see if the lifestyle they envisioned in The Dream can be supported by the occupation they have in *The Real Game*. Ideally, career development activity 4 (Reality Check) will be taught on the day following this activity.

Guidance Counselor

JOB DESCRIPTION: You **work full-time in a high school**, **helping students** decide what courses to select, and **discussing possible career directions**. You also help students deal with personal or family problems. **You work regular hours from September to June**.

Gross Monthly Income: *$3,200*

EDUCATION & EXPERIENCE: You completed **high school**, went to **University for four years** and earned a **Bachelor's Degree in English Education** and a teaching certification, then a **Master's Degree in Guidance and Counseling**. You taught English and counseled students for five years before counseling full-time. Related school subjects: **Math, Social Studies, Language Arts, and Science**.

Transferable Skills: *You listen well, and understand human psychology.*

**Annual Vacation:** *10 weeks*   **Leisure time:** *15 hours/week*

A day in the life...

You start work at 8:00 AM and spend the morning adding final notes to your files. Exams begin this week, the summer holidays start soon after. You have a file on every student in the school; each has complete scholastic records, _____ tests, as well as notes from teachers and counselors. Some files also contain essays entitled "My Dream Job"–a Language Arts assignment the graduating class wrote in September. The essays really helped through the year, when you met with final-year students to discuss their plans for the future. Still, you wish more of them had used your resource bank–information on careers, colleges, universities, scholarships, and exchange_____–to help plan their next step.

At noon you eat lunch outside at a picnic table. Students sit around you on the grass studying–an unusual sight! But there are also groups walking and chatting, couples laughing, a crowd watching daredevil skateboarders, and a few kids lying under trees, eyes closed, lost in the music from their headphones. You wonder if they really appreciate how lucky they are to be young, with so many_____ ahead. Most of them haven't had time to make any serious mistakes yet. Not like you, who quit high school to take an unskilled job so you could leave home. It was a long, hard road to get your high-school diploma, then your degrees. Now you_____ students to make the most of the years meant for full-time learning and personal growth.

After lunch you have appoints. First: a young man who is "totally bummed out" because he'll fail math no matter how well he does on the exam. You try to convince him to attend summer school–he doesn't seem to like the idea. Next, three students arrive who want help making career-choices_____ for a final project. You show them how to access the information in your computer, and give them posters and pamphlets. Your last appointment is the most serious: a grade 10 student who is emotionally exhausted by her parents' bitter separation. Her grades are failing, she's depressed. Together you work on how she might attend a special science camp–it's her favorite_____, and it will get her out of the battle zone at home for a month. You also encourage her to hang in and take care of herself during exams. Then you take her across the street for a milkshake–during school hours! That coaxes her best smile yet.

display
choices
aptitude
subject
programs
advise

Computer Programmer
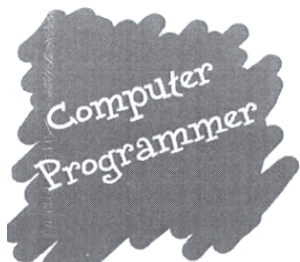
JOB DESCRIPTION: You work **full-time** for a large **computer software company,** designing computer games. You **design and develop step-by-step instructions in computer languages**. Your specialty is coding movements and actions of game characters. You **work long hours**, overtime and on weekends, to meet deadlines.

Gross Monthly Income: *$3,500*

EDUCATION & EXPERIENCE: You completed **high school**, went to **University for four years** and earned a **Bachelor's Degree in Computer Science.** Related school subjects: **Math, Science, Social Studies, Language Arts, and Technical Studies.**

Transferable Skills: *You can write software and use computers to perform tasks.*

Annual Vacation: *2 weeks*   **Leisure time:** *15 hours/week*

A day in the life...

You came to work at 10:00 AM, and now it's well into the evening. But this is just the beginning–you and the other programmers will spend the weekend here, if necessary, to meet your Monday deadline. No one would have relaxed at home anyway, with the computer game you've spent months on so close to completion. The excitement is really building. You all love to play computer games and you're dying to try this one, but everyone's a little worried there'll be a tiny error in their_____ that will foul up the whole works–and take days to find and fix. The five of you work in the same room, but you have separate areas decorated with pictures and personal effects. There's a lounge and kitchenette down the hall–a couple of programers are napping there now. The other employees have left for the weekend. They're used to the work habits of programmers, who speak in_____ terms and computer slang outsiders can't understand, and often work at night, undisturbed with their computers–lost in cyberspace.

With a couple of clicks of your mouse you call up the chess game you're playing with an Internet pal in South Africa. You think for a while, then make a move. That should surprise her. It isn't goofing off when you take excursions on the Net. Your work is tiring because it requires intense _____, so the short breaks refresh you.

You've written a long series of codes that tell the computer how to move the creatures of the game. It took weeks of patient work, and you always had to think several steps ahead. If you've overlooked even the tiniest logical step, the program will run, but not properly. The thought gives you the jitters. All day you've been going through your program looking for bugs—not game creatures, but logic _____–but you haven't found any. You sincerely hope that means there aren't any. You finish another run through and take a break, reviewing the pinned-up flow chart that shows how the programs fit together.

What a long road it's been from the first hilarious _____ meeting, when the art department, ideas people, programmers, and technicians brain stormed the new game concept. If everything comes together as planned, there will be a party next week. The programmers probably won't chat around the buffet table, though. They'll be happily launched into_____, playing the new game.
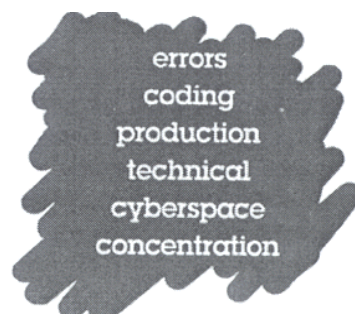
errors
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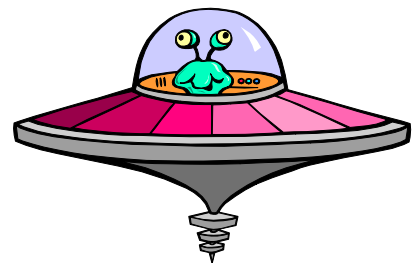concentration

Gross monthly income:

Total income or earnings before deductions for taxes, insurance, or other expenses.

Transferable skill:

Mastery of a skill that can be used in a variety of occupations.

Leisure time:

Spare time away from work to relax, enjoy hobbies, participate in family activities, etc.

Who am I?

HELLO

My name is_____.
My occupation is_____.
My education is_____.
I have_____ vacation days a year, and
I have____hours of leisure time per week.

Who are you?

Visiting with my neighbors, I've made some interesting
discoveries about other occupations. Namely...

NAME   OCCUPATION

_____, _____, makes more money than me.

_____, _____, makes less money than me.

_____, _____, has more education than me.

_____, _____, has less education than me.

_____, _____, has more leisure time than me.

_____, _____, has less leisure time than me.

_____, _____, has the same amount of
vacation days as me.

_____, _____, studied two subjects I did.

_____, _____, has a different work
schedule than me.

WHAT'S MY LINE?

REFLECTION QUESTIONS

1. What occupation were you assigned?
2. What was your gross monthly income?
3. What did you like best about your assigned occupation? Why?
4. What didn't you like about the occupation you were given? Why?
5. What one characteristic (salary, education, vacation, etc.) of your future occupation are you the most concerned about as a result of participating in this activity? What can you do now to make sure this aspect of your future is the way you want it?